DOCUMENT RESUME

ED 248 223 SP 025 125

AUTHOR Lumallas, Jack E. S.
TITLE Option on Examination Subjects and Its Effects on Teaching and Learning Process in Primary Schools in Kenya. African Studies in Curriculum Development & Evaluation No. 95.
INSTITUTION African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE Jul 83
NOTE 65p.; Legibility is poor.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Choice; Curriculum Evaluation; Educational Objectives; Elementary Education; English (Second Language); Foreign Countries; Program Content; *Relevance (Education); *Standardized Tests; *Student Attitudes; *Teacher Attitudes; Test Validity
IDENTIFIERS *Kenya

ABSTRACT

At the end of the seventh grade, students in Kenya are required to take the Certificate of Primary Education Examination (CPE), which is used as a selection instrument to determine whether students will be allowed to continue an academic course of education at the secondary school level. While the full range of subjects in the primary school curriculum includes 15 subjects, only 5 of these are covered in the CPE. The examination covers achievement in English and mathematics, and includes a general paper dealing with three subjects: science, history, and geography. A study was made to show that the omission of other subjects from the CPE makes teachers and learners in the schools consider the omitted subjects as unimportant for teaching and learning. Teachers are inclined to give less attention to the teaching of these subjects and the learners do not take them seriously and lose interest in them. These under-emphasized or ignored subjects are important to the development of a well-rounded individual, and many students are hampered in opportunities to choose careers that do not require excellence in the subjects covered by the CPE. (JD)

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African Studies
in Curriculum Development & Evaluation

General Editors: Peter Sachsenmeier
Kofi B. Quansah

No. 95

J. LUMALLAS:

OPTION ON EXAMINATION SUBJECTS AND ITS EFFECTS ON TEACHINGS LEARNING PROCESS IN PRIMARY SCHOOLS IN KENYA.

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BEST COPY

This research project was undertaken as part of a training programme jointly organized on behalf of the African Curriculum Organization (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

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RESEARCH REPORT

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J. E. S. LUMALLAS.

A RESEARCH REPORT

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JACK E. S. LUMAILAS.

A RESEARCH REPORT

O N

THE OPTION ON EXAMINABLE SUBJECTS AND ITS EFFECTS ON THE TEACHING AND LEARNING PROCESS IN PRIMARY SCHOOLS IN KENYA.

B Y

JACK E.S. LUMALLAS M. A. (ED.)

SUBMITTED TO THE

UNIVERSITY OF NAIROBI IN PARTIAL FULFILMENT

O F

THE REQUIREMENTS FOR THE POSTGRADUATE DIPLOMA

I N

C U R R I C U L U M D E V E L O P M E N T.

I982 / I983.

PREFACE AND ACKNOWLEDGMENT.

This study is aimed at turning the attention of the educational planners in Kenya onto the need for a re-examination of the examination practices in the country as an instrument for educational evaluation in Kenya's education system.

There seem to be strong indications that the nature and practices of C.P.E., (Certificate of Primary Education Examination) as the first public examination in Kenya's education system negatively influences the entire education system in the country. It is possible therefore, to suspect that it is this negative influence which is responsible for the now commonly alleged falling or fallen standards in Kenya's education.

This conclusion is widely supported by the now very common articles which appear in Kenya's local press addressed to the problem of education and in particular, on the problem of the current school curriculum and how it is examined. In general, the articles are a re critical of the current system of education and the nature of its practices.

Infact, most of the articles call for a revision of the entire education system.

Therefore, it is hoped that this study will carry the matter one step higher and bring it to the notice of all those concerned with the peoples' education in Kenya.

Special gratitude a nd acknowledgement for cardial educational, professional a nd academic encouragement go to three categories of people. The first is to the members of Group II of the A.C.O. class in Course 4 who discussed the problem with me during class presentation. This was during the A.C.O. residential Course of January to March 1983, at Kenya Institute of Education in Nairobi.

The second category is that of the course lecturers who were from the University College at Kenyatta.
These were: Dr. S. Mutunga, Dr. N.Karagu and Prof. G. Eshiwani. They discussed the problem with me during the course.

Finally, special gratitudes do to the three A.C.C. permanent Course team. These are,

Mr. Sylvester Dioh.
Dr. Koffi Quansah
Dr. Peter Sachsenmmeier

It is not likely that without the assistance of the three professionals this work would have been possible.

Jack E. S. Lunallas.

July 1983.

C O N T E N T S.

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I N T R O D U C T I O N.

The purpose of education is to help in the general preparation of an individual for his adult roles in life. The exercise of an individual's adult roles or functions is usually expected after school. But it is also true that the successful exercise of those functions follows a successful acomplishment of the relevant course of education at school.

This has the meaning that, what is taught at school is a means. Each of the subjects taught and which are provided by the school curriculum have specific academic and professional value. It is for this reason that Kenya's primary school curriculum has I5 subjects for the primary school course of education.

Since in Kenya C.P.E. is a terminal examination for about 60% of those who sit that examination, it must mean that that large number of primary school leavers must be well prepared such that, by the end of their seven years of education they are reasonably well prepared to profitably function in the society.

Apparently, this does not seem to be the case with regard to the C.P.E. graduates and the society is asking the question, Why?

Many people in Kenya see no problem with the current primary school curriculum. Subject provision seems to be seasonably adequate for the time being. They feel that the problem or the professional error seems to lie with curriculum implementation together with the style and the administration of the instruments of educational evaluation.

It is exactly this, that has prompted the need for this study. It is hoped that the findings of this study will help to throw some light on this most vital matter of education and the general welfare of the future generations of this country.

They say that education is the foundation of development. But, better and more relevant education can correctly be said to be the foundation of better, relevant and more productive development in any society.

CHAPTER ONE.

(a) The Background.

Systematic education as we now know it in our modern times, it deals with the formulation and representation of learning experiences to an individual. These are the experiences which an individual needs and requires for his welfare and the welfare of the members of his society.

In order for these experiences to be properly formulated and implemented, proper and suitable guidelines need to be established in the form of educational objectives. The levels at which these objectives are established and implemented are three.

These are:- I. At the National level.
2. At the institutiona l level.
3. At the classroom / subject level.

The National Educational Objectives are formulated so that they may give guidance regarding the type and the nature of education which can be expected to achieve certain specific aims within the society. Such educational objectives consider specific National Educational interests and or any such National interests which can and must be achieved through the established educational system in a given society.

In turn, the National Educational Objectives are translated into instructional instraments at the institutional and the classroom and subject level. In this way, these objectives can then be implemented by the school system.

Each subject which is provided by the many and varied curricula, is a means to an end. That end is the acquisition of functional knowledge, skills and attitudes which are expected to enable an individual to be useful and productive member of his society.

Therefore, the overall objective of all the subjects which are provided by the school curriculum is, to produce an all-round and well informed member of the society.

The following are some of the educational objectives formulated in Kenya which are of note and relevant to this study. It is expected that through these objectives, the society can be able to achieve educational standards.

The objectives are the following:

I. The promotion of National Unity.

2. To remove social and regional inequalities.

3. To create a sense of international consciousness.

4. To make general education give increasing emphersis to adoptation.

5. To make formal education institutions give increasing emphersis on problem solving teaching methods which have bearings on real life situations of the Kenyan environment.

6. To promote the full development of the talents and the personalities of individuals within the context of mutual social responsibility.

7. To develop those being educated into useful citizens capable of, and motivated towards contributing to the improvement of the Nation as a whole as well as that of their own welfare.

8. To instil in the students positive attitudes towards co-operative effort and mutual social responsibility by encouraging the project approach to primary teaching.

Ref: Gachathi Report, (1976) P. 4 - 5.

On the other hand, the Ominde Commission Report considering the problems of education at the dawn of independence in Kenya, dwelt mainly with the problem of unification of the education system of the time.

During the Colonial era education in Kenya was organized along four racial lines.

These were: I. European education.
2. Asian education.
3. Muslim education.
4. African education.

The priority order was also in the same way as given here.

Inspite of that enomous task, the commission has three of its 168 recommendations which are worthy of note in this study.

These are:

I. Educational policy should be consciously directed towards training in National Unity.

2. The Primary school provides training in basic skills and the rudiments of citizenship.

3. The concept of "Secondary school", should be broadened to include practical training and to provide outlets into the productive side of the industry and agriculture. It must also be used as a training of the power of judgement, logical thinking and the clear expression of ideas.

Ref: The Kenya Education Commission Report (1964)
Summary of recommendations P. II - 13
Nos. 3, 27, 56.

Further more, it is expected that for an individual to be a fully functional member of the society, his personal talents and abilities need to be fully developed. These abilities are developed by the nature of National educational system present in such a society.

Therefore, the development of individual talents and abilities is the responsibility of the National education system and how it is implemented.

Every nation requires the development of the varied talents inherent in its youths, for the best and improved service of the people. We serve ourselves through the services we render to other people. And we serve others by the employ of our individual talents.
Therefore, the better developed the individual talents, the better improved the service.

No doubt, individuals and groups of individuals need better and improved service. And this can only be possible through a well designed, effective, and a relevant education system.

The National Educational Objectives give way to educational or professional objectives which are expected to be achieved by each educational or professional institution. For the purpose of this study, the educational objectives of the primary school course of education are cited as follows:

1. To provide for the child early in his life, a balanced and well coordinated educational experiences which are designed to develop the following:-
   (a) Communicational skills.
   (b) Acquisition of literacy and numeracy,
   (c) Mannual dexterity.
   (d) A sense of training in self-expression and self control.
   (e) Moral, spiritual and social training.
2. To help the child to develop a sense of awareness and understanding of his local environment.
3. To help the child to develop a sense of awareness and the sense of search for more knowledge and truth.
4. To help the child to grow into a healthy and a strong person.
5. To help the child to form good character in his behaviour and the understanding of responsibility in his community.

6. To provide for the child in the upper primary, a suitable course of study which will form a foundation for further studies.

7. To help the child to appreciate his cultural background and that of the others.

8. To help the child to develop a good understanding of the relationship between school and the world of work.

These objectives of the primary school course of education are expected to be achieved through the many and varied subjects which are provided by the curriculum of the primary chool course. Some of these objectives are also open to the influence of the personal examples of the teachers who teach in those schools.

It has been pointed out earlier that the subjects which are provided by the school curriculum are a means to an end. That end is the production of a healthy, knowledgable and a fully developed personality which is able to contribute positivuly to the society.

Such a person is expected to be useful both to himself, and the general public to which he may belong. Such will be a person that will have been brought up to learn to accept and to uphold the ethics and the needs of the community to which he belongs.

In this respect, each subject is designed to play a specific role in an individual's development and the general preparation for adult roles in his matture life.

Although in the early childhood through pre-school years, the child acquires knowledge and skills informally, for example; through play, imitation, etc., the greatest change comes when the child joins the formal school.

The child meets at ~~xxxxx~~ school not only an increased number of his equals to play with, but he also meets many adults who control and expose him to organized activities of the formal school.

At the top of the organized activities at school are the subjects which are taught with the specific aim of enabling the child to acquire discipline, knowledge, skills, and attitudes.

The full range of the subjects of the primary school curriculum currently in force in Kenya are the following:

1. English.
2. Mathematics.
3. Geography.
4. History.
5. Science.
6. Agriculture.
7. Health education.
8. Kiswahili.
9. Music.
10. Religious education.
11. Physical education.
12. Home science.
13. Art and Craft.
14. Mother togue (Vernacular).
15. Reading and writing.

The end os the primary school course of education is marked by an official public examination. Tha t is the Certificate Primary Education Examination, or the C. P. E. This examination is also used as an instrument of selection such that, those who are successiful continue with an academic course of education at the secondary school level.

However, not all the subjects which are listed here above and which are offered by the primary school curriculum are examinable during C.P.E. The subjects which are examinable during this examination are the following:

1. Mathematics. ------- Paper One.
2. English. ------- " Two.
3. General Paper ------- " Three.

The general papper in C.P.E. is made up of three subjects which are the following:
1. Science.
2. History.
3. Geography.

This has the meaning that, the general paper is one but with test items from all the three subjects.

Therefore, the whole of the C.P.E. as a public examination, is set such that it examines only five subjects with a specific stress on two subjects those are: I. English.
2. Mathematics.
This is done out of a total of I5 subjects which are provided by the primary school curriculum in Kenya.

It is possible that the limited selection on examinable subjects can create a negative attitude towards the other subjects in both the learners and the teachers.

In this respect it will be noted that, a culture which attaches great importance on the question of diplomas as evidence of successfuly completion of prescribed courses of education, examinations play a dominant role on the interests shown in each subject by both the teachers and the learners, Consequently, the teachers and the learners alike tend to stress their interests on examinable subjectsxm only. Likewise, the teachers who teach the examinable subjects are the most respected and readily obeyed by both the learners and the parents.

Therefore, the stress in the teachers' teaching activities will be found to be directed at enabling their learners to pass their examination and thereby attain that all - too important educational certificate of education which seems to be all that they need out of an educational system. This tendency in the teaching and the learning activities tends to create a conflict with the actual educational requirements which are to be derived from the exposure to each of the subjects and all other organized activities at school.

Each subject taught at school has specific development roles to play in an individual's life. Some subjects have similar or related roles. But, form whatever angle one may look at individual subjects, one thing generally comes out clearly. That each subject contributes in its own unique way to the overall acquisition of knowledge, skills and attitudes.

For example, the subject of mathematics helps to develop the concept of number and the number systems. It enables an individual to understand the mysteries of numbers. This is a factor which an individual requires for his own use and for the services of his community. It is the knowledge of numbers which creates accountants, engineers, etc. But, when this subject is poorly handled during the formative years, it can have a multiple of negative effect on the learning process as the children advance through the grades.

And the language subjects whether they be indigenous or foreign, are designed for two main purposes.

These are: I. As communicational media.
2. As Instruments for cultural transmition.

Other related language subjects are: I. Reading.
2. Writing.

These are also major language tools without which, language remains incomplete and impaired because, the two are important communicational skills.

The teaching of religion is aimed at effecting the development of socially acceptable moral behaviour and respect. It is also a teaching in man's forms of worship throughout all ages. A neglect in the teaching of this subject can soon or later lead to a disintergration in human behaviour and human values.

History provides the youth with evidence of previous existance of man on earth and his past achievements. It also offers good examples of personalities worthy of emulation.

And the teachings of geography provides the youth with a whole lot of information regarding the earth, its formation, climates, people, animals and how people interact with this environment for their own survival.

Further more, the modern world in which we live , a scientific mind is essential. Modern human societies cannot survive without the services of science

On the other hand, Crafts are as old as man himself. They form tracesses of human existance on earth throughout all history. Therefore, the significance of art and crafts cannot be minimized by the organized modern education systems. For example, human beings, birds and animals seem to have a special place for music in their hearts. The song and the accompanying dance, cannot be separated from human life. This is expressed nowhere better than in Zorba the Greek, by Nikos Katsanzakis.

In our modern world, we need refined music. This can only be provided by a thoroughly trained person in the art. And this training can be done nowhere other than in the school. Therefore, one would expect that such an important art would be given an important place in the teaching programmes at school.

Man lives by tilling the land. He therefore lives and obtains his livelihood from the land. Therefore, he needs to develop the art of a better understanding of the use of land. This can also be done better nowhere other than at school through the organized programmes of school education, and more particularly, through the teachings of the subject of agriculture. Above all, the importance of food and food production in an ever increasing human population the world over cannot be underestimated.

Finally, life is not static. It is a perpetual state of flux. We therefore need to learn to adopt ourselves to the ever changing states of our society. Therefore, adoptability of man to his environment becomes a central theme of every form of organized education. In which case, there can be nowhere better to teach about better and improved ways of living that at school. This can be done through the subject of Home Science because, charity begins at home.

We cannot learn all about science, mathematics, etc., without matching operations.

This brief survey of some subjects which are provided by the primary school curriculum has been neccessary. It was also considered necessary to establish their relevance to the total growth and development of an individual.

A brief look at the teaching activities among the practicing teachers as well as those of teacher trainees in the teachers' colleges soon reveals a marked lack of interest in certain subjects and a display of an inclination towards certain subjects only.

For example, a simple investigation carried out in one of the teachers' colleges by one college lecturer for his own professional information had the following details which are given here below. The investigation had a population target of about I,200 teacher-trainees.

The investigation was designed to reveal students' preferances on subjects during teaching practice exercises. The preferences of the student teachers were given in the order given here below.

I.	Mathematics	80%	-- +
2.	English	79%	-- +
3.	Geography	69%	-- +
4.	Science	60%	-- +
5.	Kiswahili	50%	
6.	Religious education	46%	
7.	History	44%	-- +
8.	Physical education	29%	
9.	Art and Craft	26%	
I0.	Music	I7%	
II.	Agriculture	I4%	
I2.	Home science	I0%	
I3.	Vernacular	3%	
I4.	Reading	0.08%	
I5.	Writing	0.00%	

NB: The subjects with an (+) marked against them, are the examinable subjects at the C.P.E. examination.

On the part of the medium of instruction at school, that is the language which the teacher trainees would prefer to use as a medium of instruction in their teaching at school, the trainees made the following indications:

I. English language:	-----	90%
2. Kiswahili language	-----	I4%
3. Vernacular	-----	7%

Although this investigation was carried out on the teacher trainees of one college, it is possible that the same trend could be noted in all other colleges in Kenya. It is also possible that the same trend could even be noted amont the practicing teachers in the schools. Therefore, since there is a similarity in the preferences on subjects for teaching, it can only be logical that there can be a common origin for the attitude.

THE OBJECTIVE OF THE STUDY.

The frequency with which certain subjects are taught and the stress and importance placed upon them by the requirements of the public examinations, and hence the expectations of the general public, has eventually created a bias in the individual teachers and the individual learners in favour of those subjects.

Consequently, the main purpose of this study was to investigate the extend of the effect of the option on the examinable subjects on the teaching and the learning process with regard to some of the subjects provided by the primary school curriculum in Kenya. More specifically, the study intended to investigate the prevailing conditions both in the primary schools and outside them, and which eventually influence the attitude on the part of the teaching staff and the learners towards certain of the subjects on the primary school curriculum.

Further more, the study endevoured to reveal among others, the professional commitment of the teaching of the primary school subjects as a whole, the true cause of the laxity in the teaching and the learning of certain subjects. There was also an attempt to reveal any link between this laxity the option on the examinable subjects and the development of the attitudes towards certain subjects in teaching and learning. Finally, the study attempted to investigate the cause of the inability on the part of the learners to develop an interest towards certain of the subjects which are provided on the primary school curriculum.

RATIONALE AND ASSUMPTIONS.

It was believed that the findings of this study would help to reveal the academic dangers and the long term effects of the Option on Examinable subjects on the primary school curriculum in Kenya.

More specifically, the study set out to show that the omission of certain subjects from the public examinations in Kenya, makes teachers and learners in the schools consider the omitted subjects as unimportant for teaching and learning. Therefore, the teachers and the learners do not give these subjects a fair coverage during teaching and learning. Accordingly, when teachers give less or no attention at all to the teaching of certain subjects at school, the learners follow suit and they do not take them seriously at all and they lose interest in these same subjects.

It is possible that the option on examinable subjects is responsible for unpopularity of Kiswahili as a language among the elite in Kenya because it is not the language of the educated. It is the language that can be picked up in the streets. This then makes it very difficult for the teacher trainees to follow reasonably certain subjects on the teacher education curriculum. It is the same problem of the option which influences the teaching and learning attitudes in the primary schools in Kenya. It is the factor of the option at C.P.E. which is responsible for the now open demand for the reduction in the number of subjects on the teacher education curriculum.

Finally, the study intended to reveal among others that it is the option which induces the negative attitude of the teacher trainees on the teaching of certain subjects during teaching practices.

THE SIGNIFICANCE OF THE STUDY.

It was expected that the findings of this study will help to influence the National Examination Council in Kenya such that it considers a change in its current format of its public examinations. More particularly with regart of the examination format for C.P.E.

That examination format could be changed or slightly modified so that it makes it necessary to examine most of the subjects of the school curriculum of the primary schools in Kenya. This approach would in turn make it necessary for the teachers to consider all subjects as essential for teaching and thus they all require similar or equal treatment at school. Consequently, the learners would take the learning of all subjects equally. In the final analysis, this would lead to the production of educationally well balnced citizens within the society of Kenya.

LIMITATIONS OF THE STUDY.

The major limitations and constrains which were expected to face the study included the following:

1. Time.
2. Finance to meet: (a) Transportation costs.
   (b) The cost of research assistance.
   (c) The Cost of Materials.
   (d) The cost of accommodation and subsistance.
3. Attitudes of the subjects.

One of the major limitations which were of great influence on the study was that of time. The time which was allowed for the study to be completed and to be submitted was only three months.

An important subject of this kind would have needed a properly representative sampling from most of the schools and localities in the Republic of Kenya. But, due to the limited amount of time, the investigater had to contedt himself with a few schools in one district.

Apart from time, there was the problem of the limited funds for the study. This could also not make it possible for the researcher to go far a field. Another yet important limitation was the attitudes among the subjects sampled. Quite a number displayed relactance to react positively to the requirements of the questionnaires. This factor was very evident in the case of two categories of the sumpled subjects. These were the college trainers and the parents of the std.seven children.

The reason for the parents of the std. seven children could be explained. That they feared lest they betray the teachers over the usual practices at school and the examination. For that reason, the parents tended to give guarded responses.

LITERATURE REVIEW.

Education as a process by means of which knowledge is acquired, has been the problem upon which many scholars have worked and made their views known. The scholars have recorded their views and recommendations upon which later generations draw and continuosly make reference.

For example, Rousseau did not think or did not believe that education consisted purely in aiding the enfoldiment of natural propensities but in guiding the child stage by stage towards moral freedom, self - reliance self - centred, and towards love of truth and justice.

In view of the above statements, which are views of the broad expectations of education, it would sound rather ironical that education should be made to centre and content itself with paper satisfaction.

School systems as we know them in our modern times, take part in the general development of an individual. The organized form of education assists in the general accumulation of experiences which are necessary for the general development and preparation of an individual for his individual roles in his adult life.

For example, Bowen / Hobson (197[illegible]) P. 368, in their Theories of education further state that "Education picks out no specific processes, it implies criteria in which processes involved must satisfy in addition to the demand that something valuable must be passed on. It implies first of all that, the individual who is educated shall come to care about the valuable things involved, that he shall want to achieve the relevant standards. We shall not call a man "Educated", who knew about science but who cared nothing for truth and who regarded it merely as a means to getting hot water and hot [illegible]".

On the other hand, Hugh Howes (1979 P.162) in his Curriculum and Reality in African Primary Schools with reference to basic education says, "Minimum basic needs in developing countries would normally be literacy, numeracy, adequate verbal expression and some knowledge of citizenship and of the physical and social environment and of the health and nutrition, learned by methods which arouse curiosity, develop self - reliance and encourage physical and mental adoptability".

And from Davis Tanner and LaurelN. Tanner (1980 P. 53) in their book on Curriculum Development have the following to say, "It is well recognized that many, if not most scientific breakthroughs come about when the techniques and concepts of quite different scientifc fields are brought together in an original synthesis of insight and imagination. Yet it seems unavoidable that the increasing narrowness of specialization tends to reduce the possibility that this will happen."

It is also noted from Philot T. Pritzkau (1959 P.104) in his book on Dynamics of Curriculum Improvement, "It is reasonable to assume that one of the most important objectives of education is to develop intelligence on the part of the individuals and groups in their approach to an understanding of their environment and culture".
This objective has been stated in much of the literature on education. Pritzkau continues, "This means that, the teacher and the curriculum worker have a responsibility which at first appears overwhelming that of making the environment available for close appraisal and study. The real functions of education or the school then, is to provide the opportunity for individuals to acquire competence and understanding as to their relationship to the many influences operating on people in the environment. This suggests that, the classrooms must become laboratories which maintain points of contact with the environment".

Philip H. Taylor and Cohir Richards (1979 P. 26) in their book on Introduction to Curriculum Studies say,

"Curricula are a means by which the young are systematically introduced to the material and the non-material world which they inhabit".

They further explain that, "Every conception of education incorporates views of the desirable ends of the enterprice. For example, Plato conceived education as a means of producing a just, harmonious society and personal life ------ . Education was to train men to fulfil their different roles in the society and curricula of different kinds were required in concequence".

They further explain that Augustine (P. 28) produced a concept of education to prepare pupils for obedient service in a society dominated by the Christian Church ------ . More than a thousand years from the time of Augustine, Rousseaus (P. 29) viewed education as helping to bring about the perfectibility of man through altering his social environment. Man, he argued was naturally good but was corrupted by his social environment -------- .

On the other hand, Dewey(P. 29) conceived education as the promotion of personal 'Growth' through active problem solving in a social context. Growth for Dewey involved powers and possibilities as a human being and for him, continued growth was synonymous with successful living through the tackling and finding solutions to problems".

And finally, J.Gallen Saylor and William M. Alexander (1966 P. 191), have the following to say on the functions of the school. This is from their book on Curriculum Planning for Modern Schools. "

"The primary function of the school is to provide pupils with the opportunities for participating in learning experiences that will result in new patterns of behaviour, acquisition of knowledge, concept formation, formulation of value systems, modification in self-concept and aspiration and the improvement of aesthetic satisfaction.

These are the products of learning."

C H A P T E R T W O.

THE DESIGN OF THE STUDY.

Target Population.

This study set out primarily to investigate the narrowness of the scope of the Certificate of Primary Education Examination (C.P.E.) as a n evaluational instrument of an educational course of study in Kenya. The study wa s also to endeavour to reveal the effect of that narrowness of the examination on the individual citizens as well as on the national products of Education in Kenya.

For that matter, the appropriate persons to be consulted were the following categories:

1. The classroom teachers in the primary schools.
2. The teacher trainers in the teachers' colleges.
3. The teacher trainees in the teachers' colleges.
4. The school children of std. seven.
5. The parents of the std. Seven children.
6. The educational administrators.

The reason for the selection of the above named target population was that, primary school teachers implement the primary school curriculum. Therefore, they are the people on the spot. Trained teachers as well as the teachers without training were taken into consideration. But, their various length in service were not considered. It was considered that this aspect would not have added any more information on the subject under study.

The teacher trainers and their trainees would provide information on the subject with respect to the nature of preparation of teachers who in turn implement the curriculum of the primary schools.

On the other hand, the std. Seven chidren are the direct recipients of the knowledge which is derived from the school activities as layed out in the school curriculum and translated to them by the teachers. For that reason, they were considered a good source of information with regard to the na ture of education and the manner in which it is conducted in the Kenyan primary schools.

The Parents are responsible for their childrens' education. Naturally, they would be concerned about the type of preparation which their children are receiving for their adult roles in the society.
Therefore, parents and the general public of a given community feel a sense of concern for the type of educa tion which their children receive.

Like in every other social institution, education as system has its established administrative machinery. It is through this machinery that professional and administrative advice are passed on to schools and the coordination of educational activities effected. In Kenya, administrative hierachy begins with the headteachers in the schools. For that matter, this study drew mainly from the experiences of the headteachers of the primary schools among Kenya's primary schools.

In all those cases, no distinction was made about who partcipates in the study. The subjects in the categories a bove were randomly selected. Other variables such as emotional stability, enthusiasm, professional or academic competence, etc., which might have distinguished one subject from another, were not taken into consideration.

Therefore, throughout the whole study, it was assumed that the subjects selected were of the proper pschological, emotional and professional calibre at every level in each category sampled. The study did not utilize the services of volunteers.

SAMPLING PROCEDURE;

As earlier shown, the population target which was selected for this study was made up of six categories of people. Those were and still are the people who are directly concerned with the prima ry education and the education of the youth of Kenya.

The sex difference among the people were not taken into account. This factor was not expected to afeect the final results of the study.

The sumpling procedure of the population was by random sample techniques but also stratified sampling techniques were also used because of the specisl interest paramiters which were also included in the population.

T A B L E I.

	PARAMETER / SUBJECTS	TEACHERS			COMMUNITY	T. COLLEGE			
		Train	U T.	STD.7.	R u r al	Trners	Trnees	Ed.Adm.	TOTAL
I	Teachers	40	40						80
2	Pupils			50					50
3	Parents				40				40
4	Trainers					40			40
5	Trainees						50		50
6	Ed.Admni.							IO	IO
	TOTALS.	40	40	50	40	40	50	IO	270.

C.P.E. is a public examination which is similar and common to all the primary schools and to all the std. Seven children in Kenya as a whole. And since the approach to the C.P.E. as a n examination is similar to all schools with one aim, that of passing the examination; it is then possible that any random selected sample from any locality in Kenya would be expected to be representative enough of the phenomenon as experienced by all in all the communities of Kenya.

Besides, it will be recognized and acknowledged that, this was a small scale research project on an essentially big and a National issue. The project was also limited in both time and funds. Inspite of that limitation, the sample sizes in each case were representative enough of the population from which they were drawn.

THE RESEARCH INSTRUMENTS.

In developing the research data collection instruments, two techniques were used.

These were; I. The short answer questions.

2. Free statement response.

The short answer form of questions as well as the short free response statements which were used were expected to reflect the process based measure. This was due to the fact that the study dealt with the investigation of the effect of C.P.E. and the attitude of the teachers as well as the learners regarding the learning and the teaching of certain subjects.

The research questionnaire which were selected were the type which would enable the respondents to react freely and thus express their opinion openly about the effect of C.P.E. on the qualitative improvement of the quality of teaching and learning in the primary schools in Kenya.

The questionnaire items included free response or the open ended questions, descriptive and the suggestive items. There were also the rank point scale type of questions. In the desriptive free response or the open ended questions, the respondents were expected to freely express themselves in order to supply information which could be supplied through the objective type of questions.

On the other hand, the type of questions which were not many, consisted of items of a similar nature but differing in the degree of intensity and appropriateness to the test items and the respondent was required to objectively make a choice.

Appendix 'C'.

This was a 9 item research instrument constructed for the std. Seven children. A total of 50 pupils were selected. Items in this questionnaire covered the following areas:

I. The identity of the respondent.

2. The occupation of the parents as well as of the other members of the family.

3. Future occupational preferences.

4. Attitude towards the subjects taught to them at school.

Appendix 'D'.

This was a research instrument made up of IO items. It wa s constructed for the college trainers. It covered the following areas:

I. The identity of the respondent.

2. The core subjects at the college.

3. Genera attitude towards some of the subjects taught at the teachers college.

4. Personal view on E.P.C.

Appendix 'E'.

This was a (9) nine item questionnaire made for the parents of the std. Seven children. The items covered the following areas:

I. The identity of the respondent.

2. Career consideration for their children.

3. Attitude towards what is being taught to their children.

4. Attitude towards C.P.E.

Appendix 'F'.

This was a seven item questionnaire constructed for the educational administrators. The questionnaire items covered the following areas:

I. The identity and status of the respondent.

2. The attitude of the teachers on the subjects which they teach.

3. The view of the respondent on C.P.E.

Due to the shortage of funds and time as already stated, research assistance were not used and the research instruments were not piloted. Therefore, no modifications on the instruments was made. But, documentary sources of information were used to provide additional information.

DATA COLLECTION PROCEDURE.

Through the application of the six questionnaires, it was possible to reach a wide range of population for a reasonably great variety of opinion on the main areas of interest to the study. This made it possible that the conclusions reached were based on analysis of views of many people who were closely connected with the subject under investigation.

The choice of the method to be used in the administration of the research instruments was governed by the following considerations:

I. That most people are usually reluctant to respond to questionnaires which seek their opinion. The reluctance is deepened when the questionnaires reach them through an impersonal media.

2. In any research undertaken, it is usually necessary to be assured of a reasonably high respondents return. Because, high returns give higher reliability.

3. It is usually more helpful when respondents are briefed, when they accept the rationale then enthusiasm for answering the questionnaire is high and the answering becomes objectively greater.

In view of the importance which the researcher attached to the foregoing considerations, the administration of the research instruments was by personal presentation.

By the use of the cluster sampling technique, a sample of schools was selected from within Kakamega district of Western Province and a few schools from Nandi district in the Rift Valley Province. One teachers' college was used from the Nandi district in Rift Valley province and two teachers' colleges from The Kakamega district in Western Province.

The administration of the data collection instruments was done after each category and each respondent in each category had been fully briefed regarding the intentions of the survey. The respondents were informed that the researcher had an official government permission to carry out the research. This explanation was expected to give legitimacy of the researcher and the reason why the respondent had to cooperate.

CHAPTER THREE.

DATA ANALYSIS.

Through this analysis, the study would validate the purpose or the hypothesis which this research set out to investigate.

TABLE II.

QUESTIONNAIRE RESPONDENT RETURNS.

	Population Sample .	No.Of Que.Out	Res.Received	% Returns.
I.	Classroom Teachers	80	73	91%
2.	Teacher Trainers	50	47	94%
3.	Teacher Trainees	40	34	85%
4.	Std. 7 Children	50	49	98%
5.	Parents	40	37	83%
6.	Educ. Admin.	I0	I0	I00%
	TOTAL	270	250	9I%

An item frequency count of the responses of the six research instruments was done. The counts were tabulated and scoring was made to establish the ranges.

The item frequency count was done by the help of the following tables:

TABLE III.

This table shows the opinion of the three categories of the six subjects who expressed their views on C. P. E. as a public examination in Kenya's education system.

(a) ADMINISTRATORS.

	score	%	Overall
I. Most adequate ----	I	I0	= 30% for C. P. E.
2. Adequate ----	2	20	
3. Inadequate ----	6	60	= 70% against C.P.E.
4. Most inadequate ----	I	I0	

(b) PARENTS.

	score	%	Overall
I. adequate ----	2I	64%	64 for C. P. E.
2. Inadequate ----	I6	49%	49% against C.P.E.

(c) TRAINERS.

	score	%	Overall
I. Most adequate ----	-	-	= 6% for C. P. E.
2. Adequate ----	2	6	
3. Inadequate ----	I8	5[illegible]	= 9I% against C.P.E.
4. Most inadequate ----	I3	38	

T A B L E I V.

Overall Opinion on C . P. E.

	score	%	Overall	Results.
I. Most adequate ---	I	I	29%	for C. P. E.
2. Adequate ---	25	28		
3. Inadequate ---	40	50	66%	Against C.P.E.
4. Most inadequate--	I4	I6		
	89	95%		

T A B L E V.

This atble shows what preference teacher trainees and the practicing teachers would rather have on the mediun of instruction which is tb be used at school.

	T; TRAINEES	TEACHERS	TOTAL	%
I. VERNACULAR ----	I2	3	I5	9
2. KISWAHILI ----	24	40	64	38
3: ENGLISH ----	40	5I	9I	54
	76	94	I70	100%

SUBJECTS IN TEACHING.

Attitudes towards the subjects on the primary school curriculum are indicated by the following tables. Tables VI and Table VII show attitudes as observed by the educational administrators.

TABLE VI.

Favoured subjects:

I. English	35	----	21%
2. Mathematics	35	----	21%
3. Geography	29	----	I7%
4. History	2I	----	I2%
5. Science	I8	----	II%
6. Religious Educ.	I5	----	I0%
7. Kiswahili	I5	----	I0%

The figures show responses for the subjects.

TABLE VII.

The Ignored Subjects:

I. Physical education	I3	----	I9%
2. Music	I3	----	I9%
3. Art and Craft	I3	----	I9%
4. Kiswahili	8	----	I2%
5. Religious education	8	----	I2%
6. Agriculture	7	----	I0%
7. Kiswahili	6	----	9%

The figures show the responses made to show levels of disregard for the subjects listed.

The following tables VIII. and table IX. show the type of subjects which the parents would like to see stressed in teaching at school and the subjects in which pupils are xxx frequently given home work by their teachers.

T A B L E VIII.

I. English	----	32	8. Agriculture	----	4
2. Mathematics	----	26	9. Art and Craft	----	3
3. Science	----	26	I0. Home Science	----	2
4. Geography	----	23	II. Vernacular	----	2
5. History	----	22	I2. Physical Educ.	---	I
6. Kiswahili	----	2I	I3. Writing	----	I
7. Religious Ed.	--	I8	I4. Music	----	I

The figures show subjects preference for stress at school. C.P.E. examinable subjects can be seen at the top.

T A B L E IX.

I. English	----	3I	6. Kiswahili	----	5
2. Mathematics	----	30	7. Religious Educ.	---	4
3. Geography	----	23	8. Home science	----	2
4. History	----	2I	9. Art and Craft	----	I
5. Science	----	20	I0. Agriculture	----	I

Even in the case of the subjects for which home work is frquently given, the C.P.E. examinable subjects are at the top of the list.

The following table X shows the career wishes of the parents for their std. Seven children, when they leave school.

I. Higher education	---	6	8. Secretary	----	2
2. Technical work	---	I0	9. Archtecture	----	I
3. Teaching	---	I6	I0. Manager	----	I
4. Doctor	---	8	II. Pilot	----	I
5. Nurse	---	6	I2. Economist	----	I
6. Agricultural Off.	--	5	I3. Politician	----	I
7. Mason	---	3	I4. Preacher	----	I

As indicated earlier, the parents of std. Seven children in our Kenya's primary schools and who were consulted on the issue, had the following opinions to express on C.P.E.:

	csore	%	overall
I. Adequate -----	2I	64	64% for C. P. E.
2. Inadequate -----	I6	49	49% against C.P.E.

According to views of the std. Seven pupils, the subjects which are well taught in Kenya's Primary schools are the following:

The table picks a sample of six subjects alone and the difference is not very difficult to note.

T A B L E X I.

I. English	----	48	---	20%
2. History	----	48	---	20%
3. Georgraphy	----	40	---	I7%
4. Science	----	38	---	I6%
5. Mathematics	----	36	---	I5%
6. Religious Edu.	----	27	---	I0%

The following table XII (a) shows the subjects which children of std. Seven like.

T A B L E X I I (a).

I. English	----	45	---	22%
2. History	----	42	---	20%
3. Mathematics	----	36	---	I7%
4. Geography	----	35	---	I7%
5. Science	----	25	---	I2%

Indications of the std. Seven children on the their liking for the other subjects is shown by the following table XII (b).:

T A B L E X I I (b).

I. Kiswahili	---	9	---	4%
2. Home science	---	3	---	I%
3. Religious Educ.	--	8	---	8%
4. Art and Ceraft	---	2	---	0.9%
5. Physical Educ.	---	I	---	0.4%

The following table XIII. shows levels of performance on vearious subjects.

T A B L E X I I I.

Subjects with high scores			Subjects with low scores.		
I. English	----	39	I. Mathematics	----	23
2. History	----	30	2. Religious educ.	----	23
3. Georgraphy	----	28	3. Kiswahili	----	23
4. Mathematics	---	24	4. Science	----	24
5. Science	----	I4	5. History	----	I8
6. Kiswahili	----	6	6. Art and craft	----	6
7. Religious Ed.	-	5	7. English	----	3
			8. Home science	----	4
			9. Music	----	I

Figures show responses on performance on the subjects done by primary school children of std. Seven. We also note from the figures that science is a subject of low performance and mathematics is a subject of pertly poor performance and partly of good performance. But English is definetly a subject of high performance. But, Kiswahili and Religious education are subjects of poor performance and reasons for that can be understood.

The std. Seven pupils also responded on the subject of career preference in the following manner:

TABLE XIV.

I. Teaching	35	----	23%
2. Secretary	30	----	20%
3. Nursing	25	----	I7%
4. Doctor	I6	----	II%
5. Police	I5	----	I0%
6. Technician	I0	----	7%
7. Manager	7	----	5%
8. Driver	5	----	3%
9. Farmer	2	----	I%
I0. Mason	2	----	I%
II. Pilot	I	----	0.6%
I2. Shopkeeper	I	----	0.6%
I3. Cook	I	----	0.6%

The figures show level and the direction of preferences with regard to future career consideration among the primary school children of std. Seven.

The table XV. shows the subjects which the teacher trainees felt that their teachers favoured during their primary schooling.

TABLE XV.

I. English	47	-	20%
2. Mathematics	44	-	I9%
3. History	42	-	I8%
4. Geography	4I	-	I8%
5. Science	39	-	I7%
6. Kiswahili	8	-	3%
7. Religious Ed.	6	-	3%
8. Physical Ed.	2	-	0.8%
9. Agriculture	I	-	0.4%

The following table XVI shows the subjects which the teacher trainees liked during their primary school education.

T A B L E X V I.

I. Mathematics	---	40	---	I7%
2. Science	---	38	---	I6%
3. Geography	---	38	---	I6%
4. History	---	36	I5%	I5%
5. English	---	33	---	I4%
6. Kiswahili	---	I4	---	6%
7. Religious educ.	---	I4	---	6%
8. Arts and crafts	---	7	---	3%
9. Physical Educ.	---	5	---	2%
IO. Home science	---	4	---	2%
II. Music	---	3	---	I%

Some of the teacher trainees served as untrained teachers(U.T.) before joining the teachers' colleges to train as teachers. The subjects they taught while serving as untrained teachers included the following.

T A B L E X V I I.

I. Mathematics	---	26
2. English	---	2I
3. Science	---	I7
4. Geography	---	I9
5. Kiswahili	---	I8
6. Religious educ.	---	I5
7. History	---	I4
8. Physical educ.	----	I2
9. Art and craft	----	II
IO. Music	----	5
II. Vernacular	----	3
I2. Home science	----	I

The following table xviii shows the subjects which the current teacher trainees would not like to teach after they leave college.

T A B L E X V I I I.

I. Music	-------	23	I4%
2. Vernacular	-------	I7	IC%
3. Physical Educ.	-------	I5	9%
4. Home science	-------	I4	9%
5. Religious Educ.	-------	I4	9%
6. Kiswahili	-------	I4	9%
7. Agriculture	-------	I3	8%
8. History	-------	I2	7%
9. Art and crafts	-------	II	7%
IO. Reading	-------	IO	6%
II. Writing	-------	8	5%
I2. Science	-------	6	4%
I3. Geography	-------	4	2%
I4. Mathematics	-------	3	2%

The figures in this table definetely speak for themselves and there can be no need for any more.

The following table XIX shows the subjects in which the teacher trainees find themselves to be weak in while at the teachers' college.

T AB L E X I X.

I. Music	------	20
2. History	------	15
3. Kiswahili	------	I4
4. Agriculture	------	13
5. Mathematics	------	10
6. Home science	------	8
7. Physical edc.	------	20
8. Geography	------	1
9. Science	------	
IO. English	------	

If the current teacher trainees were consulted as to what subjects they would like to do for their final examination for the award of the Teacher Education Certificate, they would give the following as there preference.

TABLE XX.

I.	Mathematics	43
2.	Geography	40
3.	English	37
4.	Religious educ.	34
5.	Science	31
6.	Home science	25
7.	Kiswahili	25
8.	Agriculture	22
9.	Physical	21
IO.	History	20
II.	Art and Craft	I7
I2.	Music	II

The subjects which the teacher trainees felt were not well taught during their primary schooling, are here below given in table XXI.

TABLE XXI.

I.	Physical education	36
2.	Music	35
3.	Agriculture	32
4.	Home science	32
5.	Kiswahili	22
6.	Art and craft	21
7.	Religious Education	I4
8.	Vernacular	I0
9.	History	4
I0.	Writing	4
II.	Mathematics	3
I2.	Science	I

From the table we note the position of the C.P.E. examinable subjects at I2, II a nd 9. Two are not there which then shows that they were well taught.

The teacher trainees who prepare to teach the primary course of education in Kenya are recruited from the secondary school graduates with a minimum of divition III. at Kenya Certificate of Education, (K.C.E.)

The subjects they did for the K.C.E. were as follows:

T A B L E X X I I.

I.	English Language	48.
2.	Mathematics	46
3.	Geography	44
4.	Biology	44
5.	Relgious Education	39
6.	History	3I
7.	Kiswahili	30
8.	English Literature	29
9.	Physical science	22
I0.	Kiswahili (Fasihi)	9
II.	Agriculture	6
I2.	Commerce	4
I3.	Art	2
I4.	Home management	I

The figures show trends in popularity in subject preference for the Secondary School course of education and the final examination for the course of education.

On the other hand, the teachers who are currently tea ching in the primary schools reported the following choice of subjects which they did for their Kenya Junior Secondary Education, or Kenya Certificate of Education or Kenya Advanced Certificate of Education (K.J.S.E., K.C.E., K.A.C.E.) The subjects they did for these examinations are the following:

TABLE XXIII.

I. English Lang.	67	9. English Lit.	24
2. History	59	IO. Kiswahili(Fasihi)	6
3. Geography	59	II. Agriculture	3
4. Mathematics	58	I2. Commerce	8
5. Science	57	I3. Cookery	I
6. Kiswahili	56	I4. Survey	I
7. Religious Ed.	50	I5. Building Const.	I
8. Biology	4I	I6. Geom. Drawing	I

These teachers also indicated the subjects which their teachers liked to teach during their primary schooling. These are shown int the following table XXIV.

TABLE XXIV.

I. English	66.
2. Mathematics	59
3. Geography	53
4. Histry	49
5. Science	45
6. Religious Edu.	30
7. Kiswahili	3I
8. Physical educ.	I3
9. Home science	5.
IO. Reading & Writ.	4
II. Vernacular	3
I2. Art and craft	2
I3. Music	2
I4. Agriculture	I

The figures show the levels of preferences on subjects for teaching of different subjects on the primary school curriculum in Kenya.

The same teachers gave indication of the subjects they would like to teach if they were give a free choice on the subjects for teaching. Their indication runs as follows:

T A B L E X X V.

I.	English	6I
2.	Mathematics	54
3.	Kiswahili	42
4.	Geography	4I
5.	Religious Educa.	38
6.	Science	37
7.	History	34
8.	Physical educa.	3I
9.	Agriculture	2I
I0.	Art and craft	I8
II.	Music	I5
I2.	Reading	I0
I3.	Writing	I0
I4.	Vernacular	7
I5.	Home science	2

The figures show variations in the preferences for tea ching subjects ranging from the lowest with 2 to the highest with 6I. The C.P.E. subjects still range in the top seven subjects of this list.

The subjects which these teachers actually teach are as shown in the following table XXVI.

T A B L E X X V I.

I.	English	54	9.	Geography	23
2.	Mathematics	50	I0.	Writing	I7
3.	Science	43	II.	Music	23
4.	Physical Edu.	40	I2.	Reading	I5
5.	Kiswahili	39	I3.	Agriculture	I2
6.	Art and craft	35	I4.	Home science	I2
7.	Religious edu.	32	I5.	Vernacular	4
8.	History	30			

On the other hand, the college trainers express the view that the subjects which tend to receive a stress in teaching at the teachers' colleges in Kenya, tend to be the following:

TABLE XXVII.

I.	Professional Studies	32
2.	Mathematics	31
3.	English	28
4.	Kiswahili	8
5.	Teaching Practice	7
6.	Art and craft	6
7.	History	6
8.	Science	5
9.	Geography	5
IO.	Agriculture	4
II.	Religious education	3
I2.	Home Science	2.
I3.	Music	2

The trainers further indicate that subject popularity among the students in the teachers' colleges tend to show the following direction:

TABLE XXVIII.

I.	English	30
2.	Geography	27
3.	Science	23
4.	Art and craft	I8
5.	Religious education	I8
6.	Mathematics	I8
7.	Professional Studies	I7
8.	Phycical education	I6
9.	History	I6
IO.	Home science	I3
II.	Kiswahili	IO
I2.	Music	8
I3.	Agriculture	8
I4.	Teaching Practice	8
I5.	Vernacular	3

Opinion as expressed by the college trainers on C.P.E. as an examination is shown in the following table:

TABLE XXIX.

	score	%	Overall
I. Most adequate ---	0	0	6% for C.P.E.
2. Adequate --	2	6	
3. Inadequate ---	I8	53	9I% against.
4. Most inadequate --	I3	38	

An overall Attitude Raring On Subjects:

TABLE XXX.

Highest rating subjects:

I. English -----	42	-----	I6%
2. Mathematics -----	39	-----	I5%
3. Geography -----	33	-----	I3%
4. Histrey -----	30	-----	II%
5. Science ------	29	-----	II%
6. Religious Educ. ----	I8	-----	7%
7. Kiswahili ------	I8	-----	7%

TABLE XXXI.

Low rating subjects:

I. Physical educa. -----	II	----	4 %
2. Music -----	II	----	4 %
3. Agriculture -----	I0	----	4 %
4. Religious educa. ----	I0	----	4 %
5. Art and craft -----	8	----	3 %
6. Vernacular -----	5	----	2 %
7. Home science -----	3	----	I %

CHAPTER FOUR.

Summary, Conclusions and Recommendations.

The objective of this study was to establish the relationship between the examinable subjects at C.P.E., and the negative attitude towards the teaching and the learning of the non-examinable subjects in Kenya's primary schools. The study was also to slightly examine the extend and the spread of that attitude in areas other than the primary school course of education in Kenya.

More specifically, the study also set out to slightly show the extend of the effect of the narrowness of the subject coverage at C.P.E. on the following:

I. The choice of subjects for the secondary course of education.

2. Furture career choices for the youth of Kenya.

3. Personnel development for various public services in Kenya.

For example, subject choice for the current teacher trainees in the teachers' colleges as well as the practicing teachers in Kenya's primary schools for their K.J.S.E., K.C.E., and the K.A.C.E.; gives the following pattern:

I.	English language	51	+
2.	Geography	49	+
3.	Mathematics	48	+
4.	Biology	43	+
5.	Religious education	41	
6.	History	37	+
7.	Physical science	37	+
8.	Kiswahili	37	
9.	English Literature	27	
IO.	Home management	I3	
II.	Agriculture	IO	
I2.	Kiswahili (Fasihi)	9	
I3.	Fine art	8	

I4. Commerce	-----	6
I5. Cookery	-----	I
I6. Survey	-----	I
I7. Building constr.	-----	I
I8. Geometric Drawing	-----	I

The subjects marked with a star (+) are also the subjects which are examinable at C. P. E.

The parents and the pupils of std. Seven had the following to suggest with regard to future career preferences after schooling:

I. Secretary	------	I6
2. Nursing	------	I6
3. Police	------	I5
4. Teaching	------	I2
5. Doctor	------	IO
6. Agricultural off.	----	IO
7. Technician	------	8
8. Driver	------	5
9. Manager	------	4
IO. Mason	------	3
II. Archtecture	------	I
I2. Pilot	------	I
I3. Economist	------	I
I4. Politician	------	I
I5. Farmer	------	I
I6. Shopkeeper.	------	I

Form the short list given above on careers, it is not possible that an individual could properly be prepared for any one of them by an education system that stresses success at C. P. E. alone. Therefore, it is possible to conclude that this was the reason why 70% of the subjects interviewed for this study say C.P.E. is an inadquate terminal examination in its present form.

The study seems to reveal also that the influence of C. P. E. as a terminal public examination has permeated the entire academic and professiona l life in Kenya. And the influence as revealed by this study is negative. May be it has not reached dangerous propotions but, if allowed to continue the way it is, it could very soon do so.

The study confirms the anxiety and the need in the primary teachers' minds.. That is the need and the anxiety to enable them to pass, if possible, all the pupils who sit for the C. P. E. in their schools. This anxiety is currently hightened by the now prevalent publicity of awards, praises and even condemnation which in some cases include transfers and possibly inderdictions of teachers. In view of all these, it seem very clearly to the primary school teachers that it does not pay to teach the whole curriculum as provided by the primary school curriculum. Therefore, teachers have learned to narrow down the entire curriculum to suit the narrow requirement of the C.P.E. of the five subjects alone.

For those who succeed at the C. P.E. and thus proceed on to the secondary classes, they soon find that in order to gain the 'O' level certificate of secondary education, they need to add only three subjects to the list of five which they already have. In the final anlysis, they actually add only two subjects which are: 1. Kiswahili.

2. Religious education.

In which case, by the end of the primary school course, those who go through these courses of education in Kenya are prepared for further academic studies only. And those who fail and thus making this examination terminal for them, they will not ha ve been prepared for functional or productive participation in kenya's modern society.

THE SIGNIFICANCE OF THE STUDY.

Of the six categories of the population sample for the study, three categories were specifically requested to indicate their opinion on C. P. E. This was done through two and four scale statements. The parents representing the members of the community reacted on the two scale statement and the administrators and the teacher trainers reacted on the four scale statement.

For the parents, the statements read:

C.P.E. is: 1. Adequate .....
2. Inadequate .....

And for the trainers and the administrators, the statement read:

C.P.E. is: 1. Most adequate .....
2. Adequate .....
3. Inadequate .....
4. Most inadequate .....

Since the area selected for the exercise was typically rural, it could be said that the parents did not want to embarrass their teachers by advocating the inadequacy of C.P.E. For that reason, 64% of the parents indicated for the C. P. E.

On their part, the administrators who are part of the education system on the management side could not be seen to disagree bitterly and totally with the system which they are supposed to support. However, only 30% sided with C.P.E. in its present form and 70% voted against it.

On the other hand, the upholders of the principles of education, who see more clearly the weakness of the C. P. E. type of examination; the teacher trainers did not spare the C. P. E. Therefore, 91% indicated against it.

On the whole, 70% of the tptal of threc categories indicated against C. P. E. and 30% indicated for C.P.E. as a terminal evaluational instruments for the primary course of education in Kenya.

As shown by most of the subject tables in this study, English is a key subject and has a prominent position among the examinable C.P.E. subjects. It is therefore not surprising to find that when teacher trainees and the practicing teachers in the primary schools in Kenya were asked a preference on the medium of instruction to be used at school, 54% indicated in favour of English (see table V). Kiswahili was second by 38% and vernacular by 9%.

Officially, Kiswahili is the National language in Kenya. And the official language policy on the medium of instruction in the schools requires that vernacular be used for the lower primary classes, i.e., std. I, II, and III. And that English be the medium of instruction for all the upper primary classes, i.e., std. Iv, v, vi, and vii.

The Effects of C. P. E.

It is possible that because of the stress which is put on the examinable subjects at C. P. E. it is obvious to find a s observed by the educational administrators(table VI), that the top five (5) favoured subjectsdin the primary schools are also the C.P.E. subjects. And the ignored (table VII) are the non-examinable subjects.

On the other hand, parents in the areas of sampling would prefer to go by whay pupils do at school (table VIII). Therefore, they indicated that the subjects which should be stressed at school, should be the same C.P.E. subjects. Note should be made here to the effect that in the rural areas where life revolves round:

1. Agriculture.
2. Art and crafts.
3. Home management.
4. Vernacular. etc.

the same are not identified for stress at school by the parents.

Parents further observe that (table IX) subjects in which children are frequently given homework have at the top of the list, the five C. P. E. subjects. Parental career preference for their children (table X), presents problems. The C.P.E. subjects might prepare an individual for higher education and may be for the teaching profession. But, even for teaching there is the need to make up for the other IO subjects which hitherto had been ignored.

According to the views of the std. Seven themselves, the six well taught subjects in the primary schools include at the top of the list (table XI) the five C.P.E. subjects. It this case, it is possible that the influence of the examination has created a sense of favour for those subjects in the minds of the pupils (table XIIA). For that reason, we note that the difference between the lowest among the liked subjects and the highest among the non-examinable subjects is I2% and 4% respectively.

Therefore, the following comparison table can be noted also for clarity:

C.P.E. EXAMINABLE SUBJECTS.	C.P.E. NON-EXAMINABLE SUBJECTS.
Highest ---- 22%	Highest ----- 4%
Lowest ---- I2%	Lowest ----- 0.4%
Difference: -- IO%	Difference: ---- 3.6%

Therefore, the attitude among the std. Seven pupils which is idnuced by C.P.E. as a public examination, is very high on examinable subjects. Concequantly, scores in examinable subjects are higher than those in non-examinable subjects (table XIII). This has the educational explanation that the positive attitude towards the examinable subjects directly assists in the process of learning in those subjects.

Career preferences by the schildren of std, Seven seems to be more realistic (table XIV). This is where the concern of the society comes in. Public services are not made up of teachers, Secretaries and the nurses only. Therefore, it must be seriously surprising to find that in an agricultural country a s Kenya, only I% of a given population would want to be farmers. However, it would be observed that different areas and localities would have different career preferences. It is also possible that some of these pupils who were interviewed for this study could change their mind with regard to future career preferences when they eventually finish school and in the light of new and changed situations.

During their primary schooling, the current teacher trainees observed that their teachers favoured C& P.E. examinable subjects (table XV). From that table, the following comparison on IO subjects can be made.

C.P.E. EXAMINABLE (5)		C.P.E. NON-EXAMINABLE (5)	
Highest subject	20%	Highest Subject	3%
Lowest subject	I7%	Lowest subject	0.4%

Volume of favour on 5 subjects per category:

I. C.P.E. Examinable subjects ---- I8.4%

2. C.P.E. Non-examinable subjects -- I.5%

Once again, the influence of C.P.E. on the teaching of certain subjects on the curriculum of the Primary schools in Kenya is demonstrated to be I2:I.

The same trend is shown by table XVI. which is on the subjects which were favoured bt the teacherstrainees during their primary schooling.
The following table is used to clarify the point:

Volume of favour:	I.C.P.E. examinable subjects	----	I5.5%
	2. C.P.E. Non-examinable	----	2.6 %
	3. Relational Ratio	----	6:I

Although there are likely to be other factors, yet the same C.P.E. influence can be noted in the selection of subjects of the Secondary school education and the selection fo the 'O' level examination subjects. This fact if evidenced by table XXII for the college trainees, and table XXIII for the teachers in service.

The secondary school curriculum in Kenya has a total of 45 subjects. But, one needs a total of about 8 subjects to satisfy the requirements for the 'O' Level certificate.

Finally, it is noted that the overall attitude rating on the subjects which are provided by the primary school curriculum in Kenya is as shown in tables XXX and XXXI.

Attitude rating on subjects.

C.P.E. Examinable subjects.			C.P.E. Non-examinable subjects.		
I. English	-----	I6 %	I. Kiswahili	----	7 %
2. Mathematics	-----	I5 %	2. Religious Ed.	----	7 %
3. Geography	-----	I3 %	3. Agriculture	----	4 %
4. History	-----	II %	4. Music	----	4 %
5. Science	------	II %	5. Physical educ.	----	4 %
			6. Art and craft	----	3 %
			7. Vernacular	----	2 %
			8. Home science	----	I %

Volume of favour:

I. C.P.E. examinable subjects: ---- I3.2 %

2. C.P.E. non-examinable subjects: --- 4. 0 %

Therefore, C. P. E. as a public examination could be said to influence both the tea ching and the learning processes in Kenya's education system at the Ratio of about 3 : I. in favour of the examinable subjects.

Therefore, a suggestion in the direction of a possible solution to this problem is may be, the widening of the examinable subjects. In which case, this would mean including more subjects in the examination which comes at the end of the primary school course of education. This examination can be widened so as to encoperate more subjects than it is currently done. It could be possible that in turn, this could induce the teachers and the learners to pay more and equal attention to all the subjects as are provided by the primary school curriculum.

Eventually, the wider range of examinable subjects would make it possible for a greater number of Kenyan youth to derive greater educational values from all the subjects as are provided by the primary school programme in the Republic of Kenya.

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